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ABSTRACT

Because no program existed in the Pottstown, Pennsylvania area which allowed children and senior citizens to interact in mutually beneficial ways, a practicum was designed to implement an intergenerational program in an elementary school attended by 540 students in grades K through 5. The intervention consisted of monthly meetings with volunteers, telephone conferences between students and seniors, a pen pal program involving a second grade class and seniors who were unable to come to the school, and a storytelling hour for 4-year-old preschoolers which was conducted weekly by two senior citizens. Additionally, teachers and students visited the participating nursing home and senior center, and seniors brought handcrafted items and baked goods to the children. Volunteers were 10 senior center residents and 25 nursing home residents, who came to the school once a week and twice a month, respectively. Participants' reports suggest that the intergenerational program had positive effects on everyone involved. Related materials are appended. (RH)

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BRIDGING THE GAP BETWEEN GENERATIONS: AN INTERGENERATIONAL PROGRAM BETWEEN A PUBLIC SCHOOL, SENIOR CENTER AND TWO PRIVATE NURSING FACILITIES

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BRIDGING THE GAP BETWEEN GENERATIONS: AN INTERGENERATIONAL PROGRAM BETWEEN A PUBLIC SCHOOL, SENIOR CENTER AND TWO PRIVATE NURSING FACILITIES

PRACTICUM II SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

ROBERT GUNDLING

NOVA UNIVERSITY
CLUSTER 15

JUNE, 1986

VERIFIER'S NAME..... Ellen Dayock
VERIFIER'S POSITION..... Senior Volunteer
VERIFIER'S ADDRESS..... Robert Smith Apartments
E. High St.
Pottstown, Pa. 19464

PS 016540

Abstract

Bridging the Gap Between Generations: An Intergenerational Program Between a Public School, Senior Center and Two Private Nursing Facilities, Gundling, R., 1986: Practicum Report, Nova University, ED.D. Program in Early Childhood Education: Older Adults/Program Development/Training Methods/Training Objectives/Volunteers/ Volunteer Training/Intergenerational Programs.

This practicum addressed the expressed need and desire to engage young children, teachers and parents with senior citizens who volunteered in the classroom and throughout the school. In a review of the literature and a survey of programs of this nature in the area, the writer found no existing programs. The Senior Center, Nursing Home and school all seemed to provide services for their clients without any attempt to interface their programs.

The writer's goals were: (1) to have seniors working as volunteers throughout the school (2) to have children interact with the seniors and develop a relationship with the seniors (3) to seek the active involvement of teachers working with seniors. In addressing these goals, the writer implemented an Intergenerational Program which focused on seniors working with the school community to improve the quality of life of all the participants.

Interviews conducted by the writer with the participants at the end of the program were used as the primary evaluation tool. The majority of those interviewed expressed their satisfaction with the program and felt it enhanced their physical, mental and emotional outlook on life. The seniors reported feeling more energetic, in possession of skills which were useful to both children and teachers and a sense of being needed by others. They felt connected to the children and expressed a strong desire to continue in the program next year. The children and teachers expressed a new impression of seniors and appreciated the efforts of the seniors in meeting the needs of the children. The parents felt grateful to the seniors for filling the gap many of the children experience because their grandparents are either dead or live far away.

Acknowledgements

There are so many people who contributed to the success of this practicum that it is difficult to choose whom to mention in the acknowledgement. To those not mentioned, the author hopes they understand it is not because they were insignificant and unimportant to the author. So, to everyone who contributed in any way to transforming the author's dream of implementing an Intergenerational Program into a reality, the author says thank you very much.

However, there are a few special people who the author feels need to individually acknowledged for their interest, patience and understanding of his needs throughout the practicum. Dr. Polly Peterson, Myrna Rawdin, Donna Webber, Mr. James Boyce, Diane Merkel, Shirley DeBlase and Anne Peck- university reviewer, colleagues, administrators and trusted friends who have supported the author throughout the practicum.

To his senior volunteers and the entire community where this practicum took place, the author offers a sincere thank you.

A very special thank you to the author's parents and grandparents who have transmitted those values and characterisitics which have made him the successful, dedicated educator he believes he is today.

The author hopes he has been successful at showing his support and appreciation to all these people.

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Chapter I

INTRODUCTION

Description of Community

This practicum was undertaken by an individual who has been working in the field of Early Childhood Education for the past eleven years. Seven of those years have been with children who range in ages from four to six and three years with six and seven year old children.

The writer has been responsible for the planning,implementation and evaluation of a total educational program. The program was multi-disciplinary and involved the children in a variety of activities.

The writer has served on committees which have been associated with the operations of the school district including an Early Childhood Education Committee, Social Studies Committee, Child Study Committee, Food Service Committee and has also participated on the school districts' Long Range Planning Committee. The writer has been involved in recommending and planning a transitional first grade program for students who have completed the kindergarten program but are not developmentally ready for first grade.

Professionally, the writer is a member of the National Association for the Education of Young Children, Kappa Delta Phi, an honor society in education, the American Association for Counseling and Development, and the Lower Pottsgrove Parent Teacher Organization.

His educational background includes a BS degree in Elementary Education from Juniata College in Huntingdon, Pa. , a Masters of Science Degree in Counseling from Villanova University as well as being a certified school counselor.

This practicum took place in the greater Pottstown area, which is composed of the borough of Pottstown and the six surrounding townships of North Coventry, Limerick, Lower, Upper, West Pottsgorve and Springford Township. Occupying 72 square miles in area, Pottstown and vicinity are located 38 miles west and north of Philadelphia, Pennsylvania. The area prides itself as a well rounded community with several colleges, universities and private schools within a 25 mile radius. The community has a local medical center, a municipal and private airport, and commercial bus service which operates locally and nationally.

According to the 1970 census there were 25,355 residents in the Pottstown Area. The number of females under the age of 18 was 30% while 36% of the males were under the age of 18. Less than 10%

of the males and 13% of the females were 65 and older. The median age decreased from 32.9 in 1950 to 30.8 in 1970.

The total number of households in the Pottstown area according to the 1970 census was 24,679. The number of heads of households in the Pottstown area was 8,369. There were 573 heads of black family households. The household size according to the 1970 census is a follows:

a. 1 person: 20.5%

b. 2 persons: 29.4%

c. 3 persons: 18.2%

d. 4 persons 23.1%

e. 5 persons 23.1%

In 1970 over 60% of the population, 16 years old and older, was either employed or seeking employment. Professional, technical managerial, craftsman and foreman categories comprised 29% of the borough's labor force. Women constituted 72% of the total number of persons employed as clerks and close to 50% were employed as operators in factories.

The major corporations in the area are Doehlar Jarvis, Inc., Dana Corporation, Pottstown Memorial Medical Center and Firestone Tire Company which closed its plant several years ago. The newest employer in the area is the Bechtel Corporation which is working with the Philadelphia Electric Company in constructing the

Limerick Nuclear Power Plant. An express highway has been completed which connects Pottstown to the Valley Forge and greater Philadelphia area. Statistically over 50% of the population was employed in wholesale and retail sales according to the 1970 census. Additionally, 15% of the population was employed in the professional categories.

The median income in Lower Pottsgrove Twonship, which was where the school involved in this practicum was located was $11,559 in 1969. Approximately 15% of the families in the Lower Pottsgrove Township were classified as low income families receiving less than $4,000.

The population in the Lower Pottsgrove Township according to the 1980 census figures was 7,299. The breakdown according to races is as follows:

White.....	7,044
Blacks.....	201
Hispanic.....	71
Other.....	54

The practicum took place in a public school system which includes Lower, West and Upper Pottsgrove Townships. The district includes three elementary schools, an intermediate school and a high school. Administrators include a superintendent of schools, a director of elementary education and building principals. The

school in which this practicum was carried out begins with kindergarten and ends with fifth grade. There are approximately 540 students in the school. The children come from many different backgrounds and family settings. There are children from single parent homes.

The school staff is made up of a principal, classroom teachers, special subject teachers, a school nurse, secretary, custodial and cafeteria staff. Also, there is a speech clinician, reading specialist, Chapter I teachers in Reading and Math for students in grades K-5 and a hearing specialist. The speech clinician and hearing specialist are employed by the county and spend a few days each week at the school. The school has a program for gifted students; in kindergarten through second grade it is operated by the reading specialist, while an itinerant teacher travels throughout the district for students in grade 3 through 5.

The school operates an intermural program for older students, a computer night for parents and children interested in using the computer programs, and during the summer, the area recreation board sponsors a summer recreational program for children in grades K-5.

The school offers a variety of special programs for parents and the community throughout the year. Some of these include an Open House for Parents, Grandparents Day, Meet the Teacher

Night, a preschool parent support group and awards assemblies at the end of the school year. The school has an active Parent Teacher Organization which sponsors a myriad of cultural programs, career week and a book fair. Parents aid in editing and publishing a monthly school newsletter.

In summary this practicum was carried out by a public school kindergarten teacher who works in a suburban community which has children coming from a variety of settings and backgrounds.

CHAPTER 2

STUDY OF THE PROBLEM

Problem Description

Today there is little interaction between young children and older citizens. The youngsters have little contact with older people because the extended family in the United States has disappeared and there is little to no effort on the part of young adults to visit the elderly. Schools and other institutions which cater to the needs of young children make little or no effort to provide them with the opportunity to interact with older people. Consequently, the elderly and the young have little idea about each other and many myths and stereotypes each group holds for the other group are being created in our society.

The number of older people in the United States is growing at a rapid rate and in the next few years will represent the majority of the population. However, the quality of life for the senior citizens has not progressed with the ability to prolong life. The quality of life seems to deteriorate as one gets older and as a result a valuable resource to our communities is being overlooked. Too frequently, the scenario for an older person is to sit around and wait for the end of life without interfering in the life of the younger, more productive

members of society. The elderly have had their opportunity to be active participants in society and questions their value to remain a part of the community.

As inflation continues in society and the number of working women increases, children are less likely to experience family life. The parents are busy pursuing their own careers and have little time and energy to devote to their children. Children may see less of their parents than outside caregivers with whom they spend most of their time each day. It is not uncommon for young children to be enrolled in a daycare program until they are ready to begin kindergarten. Even then, they may spend time in kindergarten and at a daycare center while their parents are working. Consequently, children are deprived of many individualized, rich experiences which are unique to being at home with a single caregiver.

The elderly, out of necessity, have sought refuge in facilities which cater to their needs and reduce the chance they will become a burden to their family. The number of nursing and convalescent homes has increased during the past few years as well as have church groups and senior centers in many communities. The nursing homes and rehabilitation centers are often dumping grounds for the elderly when the family decides they can not take care of an older person or they have no time to devote to this person. The nursing homes offer a variety

of services to the resident and the quality of the services varies with each facility. However, it seems apparent that most of the activities and services at these facilities are geared only to the needs of the elderly and the opportunities for families to be together is minimal. For example, the senior centers operate trips for seniors only and their activities are planned with the senior in mind.

In essence our schools are doing an excellent job of creating environments where the needs of children are being met and the senior centers and facilities are doing an excellent job of meeting the physical needs of the elderly. However, in the process, the emotional needs of the children and elderly have been overlooked. Linking seniors with children appears to be a constructive way of meeting the emotional needs of each group.

A closer look into the schools reveals children who are starved for attention and lack many skills which come from interacting and spending time together with adults. The number of children who need remedial work and counseling is growing in the schools. Children have concerns and problems which are being ignored by an adult population wrapped up in their own worlds. These children misbehave in school, fail to complete assignments and cry out for the opportunity to expand the experiential base which can be found in the traditional family unit. Children seem to lack the exposure to nursery rhymes,

literature and the transmission of values which was common in families of the past. Many of today's children search for an identity and meaning to their life without any support system. The number of teenage suicides, teen pregnancies and young children being left at home alone with opportunities to get into trouble has increased and illustrates the magnitude of this problem.

One need only walk through the halls of a senior citizens facility to learn of the loneliness and abandonment seniors feel as they strive to adapt to a new,unproductive, insensitive world in which they must learn to live without their families. It is not uncommon to see seniors cry and complain about the lack of visits they receive from their family. They smile and brighten up when someone takes the time to sit down with them and listen to them. They talk about their lives and what they did when they were young and many express their love for children. Through tears, they express their desire to be with children. However, few people seem to take the time to look at the lives of these seniors seriously and do something about it. The seniors make the best of the situation and wait until their lives end.

In summary, two very valuable components of our society are being neglected and those in the active, productive years of life are the losers. Valuable services and needs could be met by bringing the two groups together.

During the early 1970's efforts began to bridge the gap between young and old through the establishment of intergenerational programs and foster grandparents' programs. These programs were created to improve the dismal picture which was created in the beginning of this chapter. Children would visit senior facilities and spend time with the residents while the seniors would have opportunities to visit the children in their schools and day care centers.

When this author began teaching, Foster Grandparent Programs were beginning to gain popularity in the public schools and so this author volunteered to participate in a program which was begun in his school. A resident from a local nursing home visited the classroom twice each month. She would read stories to the children, work with individual children and became a very important part of the class. The children looked forward to visits from their Foster Grandparent and the feelings were echoed by the grandparent. As the years passed, the coordinator of the program left and the program was about to be terminated at the end of the last school year.

The teachers who participated in the program were surveyed to find out if they were interested in continuing the program. They all agreed that the program was valuable and although they did not want the responsibility of coordinating the

program, they wanted to see the program continue.

A phone call to the area senior center to find out if there was any interest in beginning an Intergenerational Program between the author's school and the center was well received by the center's program director. Anne Peck (personal communications, January 3,1985), Program Director, expressed an interest in the idea. She had recently attended a workshop for senior citizen centers which dealt with strategies to plan and implement an Intergenerational Program was sponsored by the Institute on Aging Mid-Atlantic Long Term Care Gerontology Center located at Temple University in Philadelphia, Pennsylvania. A meeting was held and plans were begun to establish an Intergenerational Program between the author's school and the senior center. Ms. Peck assumed the responsibility for recruiting the seniors in the program and the author was responsible for recruiting the teachers for the program. Both individuals met with some problems as they tried to convince their constituency to become involved in the program. After three months of talking to interested individuals, Ms. Peck and the author were ready to initiate a pilot program.

It became apparent that an Intergenerational Program would

be beneficial to the respective communities and input was privided by this author's principal in an interview. An interview with this author's principal reinforced the problems young children in our school face each day. Mr. James Boyce, III, Principal (personal communications, January 27,1985) expressed his concerns for many children in the school who were unable to meet the required competencies at the particular grade level. He further explained the school board was unable to provide the necessary monies for programs which would meet the needs of these youngsters and offered his support for the establishment of an Intergenerational Program. He was interested in developing a community atmosphere in the school and viewed an Intergenerational Program as a positive move toward the goal.

The program was presented to the Senior Center Board of Directors by the writer and they were enthused about the program. They too, felt the seniors were lonely and isolated from the community and looked favorably at the author's attempt to reconcile this situation. They were unable to provide financial backing for the project, but indicated they would support the program.

A meeting was arranged between the author and the activities directors at the nursing home where the Foster Grandparent Program was about to end. The directors expressed their interest

Program was about to end. The directors expressed their interest in continuing the program because many of the residents had no visitors from their family and many were concerned about being inactive at the home. They wanted to give something to others. A meeting was held between this author and the residents of the home in which a group of seniors expressed their desire to be with the children and who wanted to participate in the program. They explained they rarely had visits from others, rarely had an opportunity to leave the nursing home and wanted to get out of the nursing home and be with people.

The following problem was addressed in this practicum: no program existed in the community which allowed children and seniors to interact with each other to the mutual benefit of each group.

Causative Analysis

Several factors have contributed to the gap which exists between senior citizens and young children today. Many of the causes were discussed in the previous section and are clearly spelled out in the remainder of this chapter.

The first cause seems to be the disintegration of the extended family. Today it is more the rule than the exception for the nuclear family to live far away from grandparents. This allows little opportunity for the children and the grandparents to get together and know each other. Often major holidays are the only time when families gather together and sometimes even this is not possible, which further cuts the number of opportunities young children and grandparents have to be together. Consequently, young children and older people know very little about each other.

Next, there are more children who attend daycare centers at young ages because their parents are working. These children are placed in rooms with other children and 1 or 2 caregivers, expected to cope with the many stimuli in their environment. They must get along with others in a group and adapt to the rules and regulations which are associated with group settings for young children. As a result of this situation, the children do not receive the benefits which come from being at home with a parent

such as cooking, talking about family members and special visits to grandparent are occurring less frequently today for children and their grandparents.

Focusing in on the situation of the senior citizen today, reveals additional causes for the gap which exists between young children and senior citizens. Most of the elderly today have raised thier families and retired from the jobs which occupied most of their time when they were younger. Many of the seniors have no hobby or craft to fall back on as a replacement for the hours they spent working and are unprepared to manage the free time which they find when they retire or send their last child out of the house.

The problem of inflation also effects everyone. The parents are forced in many cases to work outside of the home to meet the financial obligations associated with raising a family today. The parent has very little time to spend with the children who are sometimes dropped off at a babysitter or daycare center at 6:00AM and are picked up at 6:00PM. The parents are exhausted from working all day and have very little time and energy to spend with the children. The weekends are spent running around doing errands and chores which are not possible to do during the week because everyone is working. Consequently, the family spends little time together and children are deprived of rich experiences which are essential for their development. For example, this

family spends little time together and children are deprived of rich experiences which are essential for their development. For example, this author has found some children seem to enter school with a limited language background and have trouble learning to read because they are unfamiliar with the topics and concepts in the stories they read while in school.

The number of children growing up in a single parent home has increased during the past few years and this has created many problems for today's child. Many children have to go home to an empty house because their mothers are unable to afford afterschool care. These children may be alone for many hours and may experiment with drugs or engage in behavior which is unproductive because they lack the supervision which is needed from adults.

The elderly also face many hours alone and seem to have more time than they need to think about themselves and to pity themselves. They may hold prejudices against belonging to area senior groups because they feel a false sense of security and pride in knowing they are not one of those elderly people portrayed in the media who turns to organizations because they have lost all of their self respect. Their physical health seems to deteriorate and many of these people die because they lose their desire to live.

people in television series, popular magazines and billboards throughout this country. There are few programs on television or articles in newspapers which accentuate the joys of being a senior citizen or programs which promote relationships between grandparents and their grandchildren.

An impersonal, rapidly moving, young technological, informational society currently exists in the United States. This has created the gap between young and old, which is having a variety of negative effects on youngsters, the elderly and the future of society.

THE RELATED LITERATURE

Intergenerational Programs are growing throughout the United States. Neuman (1983) reports an estimated 300,000 persons over 60 years old are volunteering in schools throughout the United States and working directly with several million youth between 5 and 18 years old. Karen Bartz (1984) reports an estimated 100,000 older persons work with children as volunteers in schools, daycare centers, libraries, youth organizations community agencies and other settings. The primary goal of all these programs is to reestablish the linkage between young and old.

Before proceeding further, a definition of Intergenerational Programs is provided to establish a common understanding between this author and the reader as to what constitutes an Intergenerational Program. Neuman's (1983) working definition of an Intergenerational Program is a program with planned activities and experiences that are designed to bring generations together for their mutual benefit.

The format used to establish an Intergenerational Program varies from setting to setting depending on the particular needs of the facility. Programs which involve younger children generally consist of some type of direct interaction between the seniors and children while lectures and formal curricula are used with older children. Prat (1984) believes one of the

most rapidly growing movements in education today is "Intergenerational Programming" and this is combined with new curricula in which children learn about aging.

Since 1900 the average life expectancy has climbed from 47 to 74 years old. Furthermore, today's young people will grow old in an era when half the population will be over 40, and one half of those will be over 60.

Donald Fowles (1983) staff person of the Division of Technical Information and Dissemination in the Administration on AGing, presents figures and facts to verify the value of services for the elderly. The older population has been growing at a faster rate than the population as a whole during the 20th century. Between 1980 and 2030 the older population is expected to grow from 36 to 82 million people. The number of individuals 75 and older has increased eleven fold and is projected to increase over one-third by 2030. The 85+ year old group now includes 1 of every 16 older persons; by 2030, they will represent 1 of every 11.

The vast majority of older persons live in the community with only 5% of those 65 and older living in institutions. The number of older persons living alone has increased from one-sixth of all elderly people living in the community to one-fourth in 1982.

The health and physical abilities of the elderly have been

steadily improving in the United States. About two-thirds of those individuals 65 or older view their health as good or excellent compared to those of their own age.

Data on mental health show significant problems in this area. One study found 15 to 25% of older persons have significant symptoms of mental illness, increases after 65 and even more after 75.

A 1981 Harris Poll found one-fourth of the older people surveyed felt they were experiencing the dreariest time of their life and considered loneliness to be a very serious problem.

The contacts between young and old have decreased and many seniors and young children are isolated from each other. There has been a decline in farms throughout the U.S. where young and old lived and worked together. Since the younger population moved to the suburbs there has also been a deterioration of the ethnic, urban neighborhoods which has resulted in disproportionately high percentages of elders in both rural and urban settings. Occupational mobility separates young children from grandparents and older relatives who often live hundreds of miles away. The separation of old and young provides a breeding ground for stereotypes of each generation about the other. The social context of children in the U.S. today is industrialized and characterized by various forms of fragmentation. Age groups have become more

separated as the number of people over 60 rapidly increases. The state of Massachusetts in the 1920's reported 50% of all the families had at least one older adult living with the family in addition to the parents in comparison to the current figure which is 3.5%.

The isolation of older adults from children has created many negative attitudes by seniors. Seefelt (et.al.) (1982) conducted a study to find out how the elderly viewed young children. Their sample consisted of 100 seniors all over the age of 65 from the Washington, D.C. area. They constructed an instrument to use with the seniors which would provide the following information: (1) the feelings elders held toward children: (2) elders knowledge of children and (3) the frequency and type of contact elders had with children. Their major findings from this project were:

1. Although older persons indicated positive feelings toward children, they also believed that stricter types of discipline should be employed when working with children.

2. Those respondents with higher educational levels, who had frequent contact with children and those who had grandchildren under the age of 12 held more positive attitudes toward children. The relationship between educational level and positive feelings towards children also suggest that those

implementing intergenerational programs consider providing older volunteers with facts and accurate information about children. This information would be especially important for those persons electing contact with children under the age of 5.

3. Elderly in this study expressed strong feelings that children should receive some understanding of positive methods of discipline, the type that leads children to develop self control and sound mental health might be important.

4. Looking at the types of interactions elderly persons reported with children, it was found that these were generally passive in nature.

Jantz and others (1977) conducted a study to assess the attitudes of children toward the elderly. They used the children's attitude toward the elderly as their evaluation instrument. They interviewed 180 children, 20 at each level from age 3 to 11 and reported the following results:

1. The attitudes the children held towards the elderly were generally negative and stereotypic.

2. Of the 180 children interviewed, only 39 were able to identify an older person they knew outside of the family unit.

3. Even these children's visits were usually limited to 1 or 2 visits a year with grandparents living out of state.

4. The children expressed distaste and disgust at the prospect of growing old themselves.

5. The children stated older people couldn't do anything but sit and rock, go to church, or be pushed in wheelchairs.

6. The children expressed strong feelings toward the elderly.

The information presented thus far objectively shows the isolation and gap which exists between young and old. Consequently, two very valuable groups who have much to offer each other are contributing to their unmet needs by isolating themselves from each other. One sees the older members of our society are treated in part by the way younger generations perceive them. Older people are disappearing from children's lives and many young people are growing up with little or no opportunity to have meaningful relationships with the elderly. Likewise, older adults may be deprived of access to, "significant others", younger people. Because children and younger people are cut off from each other, unrealistic attitudes are developed separately to meet the needs of each group from the other. Examples include nursing homes, senior centers, organizations catering only to youngsters and groups for specific age groups.

The key to resolving the gap between young and old lies in

programming which brings young and old together with the express purpose of getting to know each other. This can be accomplished through activities where young and old interact in a variety of activities or simply spend time together talking about mutual items of interest. Only through education about aging, and, by linking young and old together can young people be prepared for their personal future as individuals and for the challenges they will confront as family members and citizens through the remainder of their lives. Intergenerational Programs can play a key role in eliminating the prejudice and discrimination that have such a heavy impact on the life and spirit of the young and old.

Intergenerational Programs can be instrumental in improving the quality of life for young people and older citizens. Youngsters benefit from being with seniors because the experience helps youngsters gain a vital sense of continuity with traditions of past and develop an understanding and respect for the aging process through positive personal contacts with older people. Only when children are able to view their own aging positively and look on the elderly as a group of individually diverse people will they be able to reach their potential.

Older citizens benefit from Intergenerational Programs in many ways to constructively occupy their new found free time.

Volunteering provides seniors with the opportunity to serve others. Perry (1983) reports studies show that working people are happier and better adjusted than those who are not working. This implies the adjustment of the elderly would be improved if there were more alternatives to work such as opportunities for social participation. Volunteering is seen as one such alternative to the work role. Perry (1983) defines volunteering as contributing one's time without pay to non-profit organizations in the community. Approximately 14.5% of the elderly were volunteers in 1974 as compared with 10.5% of the population in 1965.

Examples of Intergenerational Programs operating at the present time demonstrate the benefits this type of programming offers to young and old. One example of a successful Intergenerational Program is the Teaching Learning Community (T-LC). TL-C began in 1971 by an elementary art teacher in Ann Arbor, Michigan. TL-C programs emphasized the relationship between young and old. The senior volunteers are not expected to serve as full-fledged counselors or therapists but simply to be more non-authoritarian and sympathetic listeners with whom children can share their problems. Through the TL-C program, children acquire a new sense of respect for the individuality and worth of older people, while older volunteers welcome the opportunity for a useful and dignified role in helping children learn. The program has spread to many

states including Florida, Pennsylvania, Idaho, Texas and New York.

Senior Motivators in Learning and Education is another Intergenerational Program (SMILES). SMILES is a program in SAlt Lake City, Utah which was established when the number of parent volunteers in the public schools diminished because more and more mothers were joining the work force. The program began with 15 classroom helpers and has expanded to more than 400 volunteers who provided services valued at $126,000 in 1984. The newest project of SMILES is to encourage groups of corporate business retirees to adopt schools.

The research describes the benefits of Intergenerational Programs which includes the following list:

1. Older people find participation in the schools offers a rewarding,new dimension in their life.

2. Teachers and students find the contribution of older persons brings excitement and enrichment to the process of learning.

3. Intergenerational Programs help eliminate the prejudices and discrimination that have such an influence on the spirit and life of older people.

4. Through contacts with older people in all kinds of life situations children can learn there are as many different

ways as there are older people.

When establishing an Intergenerational Program it is important to be sensitive to the wishes of the elderly. Experience has shown they want to know the purpose of the project, the kind of activities that are being considered and the time commitment. They also have shown concerns about transportation to and from the site and accessibility of the site. Seniors who are independent seem to stay away from projects which appear to be charity, The seniors who dropped out of the program feel they were not appreciated or that there was nothing for them to do.

There are numerous examples of state and federal politicians who are supporters of Intergenerational Programs. Within the Commonwealth of Pennsylvania a memorandum was sent to the Area Agency on Aging Administrators by Secretary of Aging Gorham Black: "Support for Intergenerational Programs". It includes the following statement, "It is important, we believe that children's attitudes, knowledge and skills are stimulated by older persons as children themselves learn, relearn and perform tasks of daily living. We look forward to your continued activity in breaking down stereotypes of old age by supporting training youngsters with special and direct emphasis on interaction with the elderly." Intergenerational Programs can be easily adapted to a variety of settings in which old and young are serviced.

Daggert (1985) reports two bills in Congress which support the value of Intergenerational Programs. They are HR Bill #1587, Intergenerational Generation Volunteer Network Act of 1985, introduced by Rep. Roybal and its sister bill S. 2310 Senior Citizen Tutorial Volunteer Network Act of 1985 introduced by Sen. Carl Levin. Their passage will authorize the Sec. of Education to make grants that will provide much needed educational support to millions of children and millions of older persons. The grants would enhance the learning and growth of children by offering them unique help from senior volunteers and will simultaneously enhance the quality of life of older persons by enabling them to assume a significant role in society by contributing to the education of its children.

Carol Tice (1982) highlights the Final Report by the President of the International Year of the Child which called for more involvement on the part of older persons in schools. The report states, "Older persons, better than anyone else, are able to link children with living history with diversity in life circumstances and cultural roots.

When implemented as part of the curriculum for older students the goals of Intergenerational Curricula are:

1. Describe aging as a natural part of human development.

2. Accept older members of their communities with understanding and caring.

3. Compare roles and treatment of older persons in different cultures and identify the values reflected in these different treatment patterns.

4. Locate themselves in the aging process and describe their expectations for a quality life.

5. Recognize and provide examples of the contributions that older people make to their families, their communities and to society in general, including contributions of elders throughout history.

6. Describe the diversity of roles, responsibilities and concerns of older adults and how this diversity affects their lifestyle choices.

7. Describe the basic human needs of older adults and youth and explain how these groups can help each other satisfy some of their needs.

8. Explain the importance of assuring that people of all ages and cultures have equal opportunities to fulfill their basic human rights.

Lamont Green (1982) developed a teacher's resource guide on

aging designed to integrate the study of aging into the curriculum. There are seven parts of the guide including a description of tutoring programs in schools. The guidelines described for the program are general and encourage the reader to adapt the model to his/her community. The author presents the following basic objectives for an intergenerational program:

1. To give young people an understanding of aging and the aging process.

2. To dispel myths and stereotypes about both age groups that can impede communications between them.

3. To provide opportunities for increased communications and understanding between generations and assist in the building of mutually supportive relations.

4. To utilize and develop the skills of both age groups by developing mutual learning experiences for younger and older persons.

5. To encourage a sense of commitment and responsibility to society and provide appealing community service opportunities to both younger and older members of the community.

6. To help provide home support service for the elderly by recruiting student workers to do odd jobs around the home thereby assisting them to stay in their own homes for as long as they wish.

The literature is strongly supportive of Intergenerational Programs in schools. Each program seems tailored to the unique needs of each setting, however the overall benefit to the program is the joy, understanding and meaning it brings to young children and older citizens. The literature is valuable because it serves as a strength to those who are fearful to beginning a program. The guidelines and goals necessary to begin an Intergenerational Program are found in the literature. There are also movies, videotapes and other resources available to those educators and other interested professionals who want to become involved in Intergenerational Programs.

CHAPTER 3

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goals

This practicum sought to meet 6 primary objectives:

1. The seniors were to work as aides, assisting teachers in a variety of settings, at least one day each week.

2. The teachers were to express satisfaction with the program.

3. The children were to give pictures and/or notes to the seniors at the end of each visit from the seniors.

4. The parents were to express positive comments about the program at the conclusion of this practicum.

5. The principal was to express satisfaction with the program and express a desire to see the program continued next year.

6. The program administrator was to obtain positive and negative feedback about the program from the participants.

The practicum was designed to achieve the following behaviors:

1. The children were to express satisfaction and pleasure when the senior came to the school.

2. The teachers were to express appreciation and positive feelings towards the seniors and communicate this to their students.

3. The seniors were to feel positive about coming and spending time with the children.

4. The principal was to report satisfaction for the program.

5. The parents were to respond favorably to the senior volunteers they met in the school.

6. The four year old storytelling hour was to be well received by the parents and children eligible for the program.

Evaluation Instruments

The main items used to evaluate the program implemented in this practicum were based on children, teachers of various ages and senior citizens interacting with each other and their feelings, thought and commitment to the program. An interview with all the participants was determined to be the most reliable and valuable instrument to use when evaluating this program. The participants gave of themselves and their time to become involved in the program and an interview seemed to be the least intimidating method for assessing the participants opinions about the program.

Surveys were initially used to obtain information from the seniors and teachers in order to learn what the needs of the teachers were and how they wanted their needs met. The surveys were a cold, inaccurate method for obtaining information about how the participants felt about the program. The participants felt a need to give the right answer to the survey and answered all the questions in a positive manner. They offered no additional information about their involvement in the program and worked together in answering the questions. The seniors expressed uncertainty about the meaning of many of the questions and answered with a yes or no by circling the most positive number to indicate satisfaction with the program. Only after discussion

with the author did the seniors and teachers true feelings about the program surface. Therefore, it became obvious to the author the interview would be the most beneficial instrument to evaluate this program.

There were specific questions developed during the interview with the teachers, parents, seniors and administrator involved in this program. In addition to the interviews with all the participants in the program, the author has taken the responsibility to report his findings and observations about the program.

Borg and Gall (1983) point out that the interview is a unique research device because the data is collected through the direct verbal interaction between individuals. Furthermore, under favorable conditions the interview tends to yield more complete data and also more data regarding negative aspects of the self. It is also important to note the flexibility, adaptability, and human interaction, that are unique strengths of the interview, also allow subjectivity and possible bias that is some research situations are its greatest weakness.

The interviews conducted by the author were structured and the same questions were used for each group with certain changes to apply to the specific population being discussed. (See Appendix for specific questions for each group). However,

when necessary the structure was altered with open ended questions to gain more information through elaboration from the subject.

The author feels confident about his ability to conduct high quality interviews because of his training as a guidance counselor. As part of this program the author was required to conduct interviews with clients and was coached by trained professionals.

It seems after reviewing the literature that most of the reports from Intergenerational Programs lack the special thoughts and feelings unique to the participants in the program. It is the hope of the author that the tapes developed from the evaluation of this program will lead the field in reporting the individual differences which exist with participants in Intergenerational Programs.

The results and comments made during the interviews will be reported by the author and conclusions drawn as a result of the responses to the interviews. Copies of the questions used during the interviews will be included in the appendix of this paper. It is the hope of the author that readers will request copies of the tapes used during the evaluation of this program which will be available from the author. It is the hope of this author the tapes will be a valuable resource for building confidence in others who wish to establish an Intergenerational Program.

CHAPTER 4

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The strategies used by others in the Pottstown Area in an attempt to solve the problem discussed in this practicum cover a span of approximately seven years. The previous attempt at the author's school began 12 years ago when a Foster Grandparent Program was initiated at the Lower Pottsgrove School. The Manatawny Manor Nursing and Convalescent Home was contacted and agreed to bring residents to the school each week to visit classrooms and be with the children. The principal who was responsible for the program left and the activities director at the Convalescent Home left and the program was operated with little support and contact between school officials and the new activities director at the nursing home. The program was operated with little contact between school officials and the new activities director at the nursing home. While the program continued to operate, the success and expansion of the program began to dwindle as the faculty members left and new faculty members were hired who had little knowledge and understanding of the program. At the same time, the number of seniors who were able to come to the school dropped due to illness, death and lack of motivation and interest created by activities directors who were not familiar

with the program. The program was to be discontinued before the author's practicum was proposed to the school board.

As with many service oriented organizations, money became a problem in insuring the continued success of the program. The monies originally allocated for the Foster Grandparent Program were cut and the seniors were unable to come to the school because they had no means of transportation to the school. The staff was also reduced at the convalescent home and this meant there was no one from the convalescent home to come with the seniors when they were scheduled to visit the school. Consequently, a very good program which benefitted the children and the seniors was deteriorating and was faced with being terminated at the school. The principal of the school expressed his pleasure with the program and understood the author would take full responsibility for the program as part of his major practicum for his doctoral degree. Consequently, the school district divorced itself completely from the administration of the program and the sole responsibility for the operation of the senior program with the author.

There were many programs which were used to formulate a solution to this practicum. The Working Together: Training Low-Income Elderly for Work in Child Care began in 1983 by the Gerontology Training Center of the University of Oklahoma and

the Oklahoma Unit of the Green Thumb, Inc. . The program was composed of five components: recruitment, classroom training, on the job development and placement, and research. The author used the training sessions discussed in the description of this program. The classroom training consisted of topics of interest to program participants. Some of the topics included diet and nutrition, safety and first aid, work habits, appropriate discipline.

While the on-the-job training component of the program was valuable it was not possible for the author to use this part of the program because of his responsibilities as a classroom teacher. The teachers involved in the program were expected to explain what they wanted from the seniors themselves.

A Community/University Day Care Training Model: A Bilingual Intergenerational Approach to Adult Learning was designed by the El Hogar Del Nino Day Care Center in Chicago and the Education Network for Older Adults. The program began in 1981 at a Hispanic Day Care Center. Eighteen participants were admitted to Roosevelt University as regular or special students, and enrolled in Child Development , and Creative Arts for Young Children Courses.

The program was discarded by this author for his program because the practicum was designed for an elementary school and community senior citizens facilities.

Beginning Bridges: A History of the Elvirita Lewis Foundation Intergenerational Child Care Program originated in California in 1976. In this program the traditional roles of teaching, caring for the young, and instilling values were introduced in child care centers staffed by older aides. The seniors were used to make lunch tables, toy shelves, and painting easels. A retired seniors group sewed nap quilts, and some volunteer organizations contributed beanbags, doll clothes, pillows and wood scraps for children's art projects. Some of the volunteers worked directly with the children, while others preferred to make educational materials. Local colleges and vocational schools also expressed interest in placing students with the seniors helping the young students.

The author used the ideas for seniors working directly with the children as well as parent aides when designing his program. He used volunteer parent aides and parent teacher organization members to work with the senior volunteers in the school.

Linking Young Children with Elders: The Broome County, New York, Intergenerational Program was consulted for suggestions as to how to design this practicum. Telephone communication were established between the author and Winifred McDuffe, director of the program. Ms. McDuffe indicated her program was operated outside of a public school setting and she expressed an interest in the progress and development of the author's program. Her

program developed as an outgrowth of the Binghamton Intergenerational Activities Program of the Broome County Child Development Council in Binghamton, New York. The program links preschool children through a visitation program with frail elderly persons in long-term care institutions.

The children are transported to the facility by Head Start Buses from the Child Development Council. There is a part-time coordinator who works with an intergenerational committee of community members, and reports to the board of directors of the Child Development Council.

The early childhood staff takes craft equipment or simple toys with them to the visit site, and geriatric leaders plan games or activities for the children and the elders. Refreshments are sometimes served during the visits,but this activity is always discussed and agreed upon by both program leaders prior to the visits.

The concept of children visiting an elderly center did not apply to this practicum. However, refreshments were served to the children and seniors when they came to the school. Also, seniors were taken to the school during the summer vacation and worked with games and books which they would be using with the children in the fall.

Intergenerational Programs in San Franscisco's Public Schools involved people age 60 and over from a multitude of professional, social and ethnic backgrounds. They share their life experiences,

skills and interest with students in San Francisco's Public Schools. In half of the city's 106 schools from kindergarten through high school (plus child care centers), 200 SEER volunteers age 60-90 worked as tutors with learning-disabled and non-English speaking students. They serve as computer science instructors, art and music project leaders, career counselors, library assistants, knitters, chess players, storytellers, career and personal role models, friends and huggers.

The different activities mentioned in the description of the SEER Program were used by the author in his practicum. The seniors in this practicum carried out many activities in addition to those mentioned in the SEER Program. For example, in this practicum, seniors made worksheets and xeroxed materials for the teachers and worked with students in teacher directed projects.

In conclusion, there were several programs consulted in formulating a solution to the problem addressed in this practicum and each program had some valuable components which were used in helping to create the author's intergenerational program.

Description of Selected Solutions

Many solutions to this problem were found in the literature and in discussions with professionals involved in Intergenerational Programs. The findings from this literature have been discussed in the past few pages of this report.

Other possibilities which were considered for this practicum focus on local resources. First, the school board could have adopted the Intergenerational Program and provided the monies needed to operate the program. However, the problem with this solution was the board expressed no interest in becoming involved in funding this program. They felt there were other services which ranked higher in priority than the Intergenerational Program. However, they supported the efforts of the author and granted him the sole right to implement an Intergenerational Program in the school district.

The Senior Center Board of Directors could have adopted this program and provided the monies necessary for operating the program. As with the school board, they felt there were many pressing matters and programs which needed to be funded before they would consider funding this program.

Legislators, Private funds and the Agency for Older Persons could be contacted for their support of this program. The problem

with this solution there was little monies available from these sources to fund an Intergenerational Program.

In summary, the value society places on insuring that young children and senior citizens interact with each other is little to none and this was the major factor which eliminated some very valuable solutions to the problem addressed in this practicum.

Report of the Action Taken

Prior to developing a solution to the problem of little interaction between young children and older adults, the author initiated and took full responsibility for implementing a pilot program in his community. The program was initiated to ascertain the value of an Intergenerational Program. The author was soley responsible for contacting the local senior center and nursing home to start the program. The School Board and Administration understood the progrm was being done by the author as part of his doctoral program. All the activities were in addition to his role as a teacher in the school district. All the planning meetings and particulars associated with this program were carried out after regular school hours by the author.

The program began in April 1985 with 10 volunteers from the Senior center. The seniors came to the school every Wednesday for one hour and worked in regular classrooms, special classrooms and the school library. They worked with large and small groups of students as tutors in reading and math. They listened to children read stories from books, helped sutdents with their seatwork, listened to individual children and played games with younger children. They met with the program director once a month to evaluate the program.

The children seemed to feel better about themselves and

looked forward to Wednesdays. The seniors were excited about coming to the school on Wednesday and they reported feelings of satisfaction and a renewed feeling of giving from their participation in the program.

The formal program followed the successful pilot program and was under the direction of the author, who, served as the administrator of the program receiving no assistance from anyone. The program was also clearly separate from the school district and the school board recognized the program as part of the author's doctoral program.

The program consisted of 10 volunteers from the senior center and 25 volunteers from two nursing homes. The volunteers from the senior center came to the school once a week on a van provided by the State of Pennsylvania using lottery money and the volunteers from the nursing homes came to the school twice a month using vehicles from the nursing home.

The program consisted of the following components:

Monthly meetings with volunteers. Monthly meetings with volunteers was held to discuss the program and the continuation of the program. Seniors were encouraged to bring up any problems they were having as a result of being involved in the program, express satisfaction with the program and to share experiences which they had with the children and child they worked with during the month. At this meeting information about programs and

activities at the school were provided to the seniors and they were encouraged to attend these functions. If there were special programs at the senior center or nursing home they were announced at these meetings. The meetings ended with individual conferences between the seniors and the author about any special concerns the seniors had with the children or teachers they worked with at the school.

Telephone conferences. Telephone conversations between children in the program and the seniors was initiated. When a senior was ill and unable to come to school, the child would call the senior on the phone and talk to them. Also, while the seniors were in the classroom, children would ask them for their phone number and would call the senior in the evening.

Pen Pal Program. A second grade class corresponded with seniors who were unable to come to the school and be part of the program. The children were assigned a pen pal. They wrote to their pen pals and received a response from their senior pal a week later. This procedure continued throughout the year with a luncheon for the children and seniors. It is important to note that many of the seniors who participated in the classroom program also were part of the pen pal program.

Four Year Old Storytelling Hour. A four year old storytelling hour was conducted by two senior citizens from the

senior center. The program was held every Wednesday and preschool children with a parent were invited to come to the storyhour. The ladies read stories to the children, did an arts and crafts activity with the children and concluded the program with movement activities in the school gymnasium. The ladies observed the kindergarten program and expanded their program based on activities they saw in the kindergarten rooms. Midway through the year they began a show and tell time for the children. This was a very popular part of the program and the children loved to get up in front of others with their parent and tell about what they brought into school. These children were invited to come for an orientation to the kindergarten room towards the end of the year. The ladies in charge of the program met with the administrator each week to discuss what they were doing with the children and parents and the administrator, the author, provided them with materials and curriculums to plan future activities. (See Appendix for sample curriculum obtained from the State Department of Education). At the end of the program a tea was held to honor the ladies and each family presented the seniors with a homemade gift to remember them and as a token of their appreciation for all the ladies had done for them.

Visits by teachers and students to the Nursing Home and Senior Center. Teachers visited a nursing home during Christmas

and provided the residents with door decorations and sang Christmas Carols for the residents. Kindergarten classes went to the Senior Center and performed for the members for their Christmas Birthday Party. The seniors provided ice cream and cookies for the children and there was an opportunity for the children and seniors to socialize with each other. Several other teachers presented programs at the senior center and nursing home and the participants in the Intergenerational Program went on class trips, attended school assemblies and social functions.

The seniors brought handcrafted items and baked goods to the children. Seniors who worked with individual children brought gifts and special rewards for the students and shared personal items of mutual interest with the child. For example, one of the seniors brought a picture of a son who died when he was very young and showed it to her student. This was helpful because her student had experienced the death of his younger sister a few years ago and no one would talk to him about it. The senior reported she had an interesting and heartwarming discussion with this student and felt he appreciated her talking to him about her son and listening to the student talk about his sister. Seniors brought handcrafted dolls to the children for Christmas, Easter Candy and cookies from time to time.

The program concluded with an Appreciation Tea for everyone involved in the program. At this time the seniors were recognized for their service to the school. They were presented with certificates and flowers as a token of the appreciation that the faculty, the children and the community felt toward them. They also had the opportunity to talk to the teacher when there were no students in the school and formulate plans to return with the teachers next year.

CHAPTER 5

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

A total of 26 seniors participated in this program. All of the seniors reported positive feelings about being a participant in the program. They felt they were useful in the school and had been able to contribute something to the teachers and students in the school and called the children in the class or the individual children they worked with, their kids. They all felt they had provided a valuable service listening to the children owrking with parent volunteers in the school and with all the staff members in the school They felt everyone was very nice to them and they expressed a desire to come back next year.

The children felt good about the senior who came into their classroom or the senior who worked with individuals. The children expressed their love and happiness when the senior came to their classroom. They felt they were special to the senior and looked forward to the day when their senior citizen visited the classroom. For example, one classroom enthusiastically prepared for a surprise birthday party for their senior citizen. They took great pride in attending to all the details which would insure an enjoyable party for the senior and themselves.

The teachers were pleased with the program and depending on the services they received from the seniors they expressed a variety of comments about the elderly. Before the program, those teachers who were involved with the seniors as close partners in the classroom expressed a negative picture of seniors which consisted of old, uninteresting people who they would not want to spend much time with in any situation. However, following the program, they expressed a new found respect for the elderly and saw them as dynamic, interesting and valuable members of the community. They felt they had received assistance with their responsibilities as teachers in implementing their curriculum for the children.

The teachers who received the services of seniors who xeroxed materials from them reported gratitude to the seniors. They felt they had more time to work with the children and appreciated being relieved of standing at a copy machine waiting for worksheets. They hoped this service would continue next year and were willing to participate in an activity to honor the seniors.

The senior who xeroxed the materials for the teachers felt she was providing a necessary service for the teachers. As a former teacher, she knew how frustrating teaching can become and felt that if teachers had more time to go to the faculty

room to talk and discuss their concerns with colleagues, she was glad to be able to do this for the teachers.

Those teachers who worked with seniors in the classroom felt the seniors were able to give many children individualized attention which they did not have time for during the day. They acknowledged the love and warm feelings the children had for the seniors and felt this was a definite benefit to the children. They saw the seniors as helpful in making sure students who did not complete their classwork during the day were able to finish the work on the days when the seniors came to school and in many cases the children made up some of the work they were unable to complete since the senior had last visited the school. The teachers appreciated the efforts of the seniors as they worked with shy children and allowed that child to talk about what was going on in their life. The teachers felt very close to their senior volunteers and many visited their senior in the nursing home. They also invited the seniors to go with them and some of their students on special trips. For example, one teacher invited two seniors, the students with whom they had worked with during the year and the author to the circus on a Saturday afternoon. The teachers stated she would not have done this prior to her involvement in the program. However, she appreciated everything the seniors had done for the children and wanted to do

something to show how much she appreciated the efforts of the seniors.

The parents of children involved in the program pointed out their children would talk about their senior aides at home and were very complimentary about the seniors. The parents felt the program was helpful to their child, especially when the child had no grandparents, or their grandparents lived far away and were not seen very often by the child. The parents felt their children gained a positive attitude about the elderly as a direct result of their being involved in the program. They hoped the program would continue next year because they saw it as a beneficial service provided to their child. One parent presented a senior with a gift and a note of appreciation for everything the senior had done for her son. The parent expressed her gratitude for the senior taking her time to be with her son and hoped the senior would be able to work with her son next year.

The parents of children who attended the 4 year old storyhour reported pleasure with the program and felt they benefited from coming to the program with their child. They had only positive things to say about the seniors. They felt the ladies were excellent teachers and knew their children loved the ladies and looked forward to coming to storyhour every week. They too felt their attitudes of senior citizens had been altered in a positive way

as a result of being involved in the program. They felt they gained confidence and valuable advice from the seniors as to how they should go about raising their child. They all mentioned the loss they felt when the program ended and said they missed the program and the ladies. They believed their children would do better in school next year because they had participated in this program and were especially pleased the program was held in the building where their child would be attending kindergarten.

The teacher and students involved in the pen pal program reported many positive comments about their penpals. They felt they had learned many new things about their penpals and had improved their writing skills by participating in this worthwhile and realistic writing experience. The children were pleased to meet with their senior penpal at the end of the year and to chat with them in person. Many of the children expressed an interest in maintaining contact with their penpals through the summer.

The administrator involved in the program expressed pleasure and delight with the program. The principal felt teachers, students and the community benefitted from the program. He viewed the program as a valuable agent in promoting good public relations between the school and the community. He felt the teachers sincerely appreciated the assistance from the seniors and knew

the children were receiving individualized attention which the teachers were unable to provide. He expressed his willingness to support any efforts to secure funding for the program and pledged his continued support for the program.

The principal felt the one weakness in the program was that there were not enough opportunities for seniors and the teachers to get together and discuss what was happening in the classroom. He suggested that next year several inservice days be set aside for the teachers and seniors to meet and talk about what is going on in the classroom. He also felt he needed to know when the seniors were in the building, so he could make a point of visiting them.

As a result of the interview which the author conducted many valuable opinions, thoughts and feelings surfaced. The seniors felt very close to the children and felt they were useful to the entire school. They were concerned that they did everything they way the teacher wanted them to do it and remarked how much they enjoyed doing projects for the teachers and working with the children. They loved the way the children ran to them when they came in the door and fought to take the seniors coat and other things and that they had a reserved spot in the classroom. The seniors also said they loved the hugs and kisses which they received from the children. They looked forward to the times

when they walked in the classroom and were met by the hugs and kisses of the children. They believed they were providing the children with a valuable service. They unanimously reported a feeling of awe and respect for the teachers and spoke very highly of the teacher with whom they worked each week. They felt the teachers had an excellent rapport with the children and were amazed at what the children were learning in school. One of the seniors commented that she felt good about the future based on what she observed in the classrooms and the papers she had xeroxed for the teachers. The senior who xeroxed worksheets for the teachers stated she became engrossed with worksheets and would find herself reading them and answering questions. Another senior reported a changed attitude towards school taxes. Initially, she questioned the use of her tax dollars, however having worked in the school felt her money was being spent well.

The teachers mirrored their good feelings about the seniors. They felt the seniors were providing individual attention to the children which they could not give the children because of the pressures they felt meeting the criteria of the curriculum. They felt good about being able to provide the seniors and children with the opportunity to get to know each other and love each other. The teachers said they loved it when the children would run to the seniors and dote over them. They did not see this as

a disruption to their program and enjoyed watching the children interact with the senior. They remarked at how active the seniors were and in fact many of the younger teachers expressed their amazement at what the seniors were able to do. They enjoyed when the seniors would join in the class discussion and tell the children things about when they were young. One teacher remarked how the senior was disruptive at the beginning of the year and she took this experience and used it as a lesson with her children. She pointed out to the children the interest the senior had in what they were doing and sometimes it was necessary to be considerate of others. All of the teachers expressed their pleasure with the program and hoped it would be continued for years to come.

The parents of the children who were involved in the program said their children talked about the seniors at home. The children also returned from visits to the senior center and nursing home happy and talked about the experience with their parents. They enjoyed performing for the seniors and the parents felt good about their child being around older people. This was especially true for those children who either had no grandparents or their grandparents lived far away.

The parent volunteers who worked with the seniors felt good about working with the seniors. They enjoyed listening to the stories which the seniors told them and were amazed at how

involved the seniors were with the children. They thought it was wonderful that these seniors volunteered to come to the school and work with the children.

The parents of the children in the four year old story-telling hour were overwhelmingly pleased with the program. They felt the program benefitted children of all ages and hoped that next year the program would be for any preschool child and not restricted to four year old. One mother reported her 2 year old son enjoyed coming to storyhour and she noted he became more interested in books after beginning to come to storyhour.

Conclusions

It is with confidence this author states the value Intergenerational Programs held for its participants. The program had a positive effect on everyone involved and the joys and experiences which happened during the program were effective in the continuation of the program. In these times when budget cutbacks are a reality and the American Family is weakened, the interactions between retired seniors and the school community served as a powerful anecdote to the negative consequences of this phenomena.

The seniors' health and attitudes toward life seem to have been significantly improved as a result of their being involved in this program. They provided valuable stability and direction in the lives of the children they came in contact with during the program and seemed to take their responsibilities as classroom assistants seriously. Their love for the children can only be seen as special and a positive experience for the seniors and children. Two of the seniors felt closer to the children at the school than their own grandchildren because they saw the children in the school more often. They were appreciative

and grateful for the opportunity to be attended to by the children. They hung the pictures and awards which they received from the children in their homes and said they often talked to friends and family about their experiences at the school. They felt a part of the school and enjoyed being with young people because it made them feel young and energetic.

The program was well received by the teachers and had many positive effects on them. The teachers appreciated the assistance in meeting the needs of the children and loved to watch as the children hovered over the senior and would sit with them and listen as they talked to them. The teachers also felt it was valuable for the children to have someone who devoted their undivided attention to a child. They loved to see the children work on an art project to give to the senior and felt badly when the senior was unable to come to their classroom. The teachers who felt uncomfortable with the seniors at the beginning of the program were confident they wanted to continue in the program next year. A fourth grade teacher reported she had problems choosing which students would work with the seniors every week. The children's attitude towards the seniors caused the teacher to feel close to the seniors and to feel better about having them come into her classroom to work with the children.

It is obvious to conclude the seniors had a positive impact

on the teachers and they were appreciated for their contribution to the children.

In conclusion, intergenerational programs are a valuable addition to a school when the objectives are clear, the end results are established and a means of evaluating these results with clear standards of achievements are developed before the program is initiated in a school (See Appendix D for chart). This information needs to be communicated to all the participants (See Appendices of sample communication with participants) to insure everyone knows what is expected of them and what role they play in assuring the program is a success. When this is done, the children, teachers, parents and entire community is effected in a positive way and the intergenerational program becomes an asset to the community.

Recommendations

The following recommendations would help to increase the effectiveness of the program described in this report.

The most important element in improving the program is increased time for participants to spend together talking about their role in the program and in general conversation, getting to know each other better.

The author spent a summer working at the senior center and nursing home establishing a foundation of respect between himself and the seniors and developing materials for the Intergenerational Program (See Appendices for specific examples) and would recommend this to anyone interested in starting an intergenerational program. This experience provided the author with an understanding of the activities which were held at the senior facilities and provided the author with the opportunity to really get to know the seniors. He spent many hours sitting and listening to the seniors and conducted a training session for the seniors going over the Intergenerational Handbook (See Appendix B for copy of the handbook) and talking about child development theories and characteristics of young children. He joined in activities at the senior facilities and showed the seniors he was truly interested in getting to know them and to gain their respect and trust. This foundation was invaluable when problems occurred during the year and the author did not have the time to sit and talk with the seniors. There seemed

to be enough mutual trust and respect between the author and seniors that written notes from the author to the seniors (See Appendices for specific examples) were enough to overcome obstacles which arose throughout the year. The author firmly believes without the strong foundation of trust,respect and admiration the author and seniors felt for each other, the program would have had more hurdles to overcome during the year. This foundation of direct contact, intense training and communications between the author and all the participants in the program (See Appendices for sample materials used with all participants) was instrumental in assuring the success of the program.

The administrator of the program needs more time to prepare letters, conduct visits to seniors homes and to conduct inservice programs for the teachers to familiarize them with the program and background information about the seniors. Time is needed for the director to consult with the various administrators and directors at the senior facilities to ascertain their thoughts about the program and to work on items of mutual concern which would improve the quality of the program. In addition, the author would appreciate release time to go to the senior center and nursing homes each month to meet with new members and residents to recruit for the program. For example, the author was able to attend a new members tea at the senior center during the summer and explain the program to those in attendance. He needs time to organize trips to the senior center and the

nursing homes to promote reciprocal travel to various facilities rather than the seniors always coming to the school.

The teachers need time away from the classroom to spend with their senior volunteers talking and getting to know them. This would also make any inservice programs more valuable and meaningful to the teachers because many of the ideas and theories they learn at the meetings will be experienced as they interact with the seniors. The author thinks it will be especially valuable for intergenerational participants to get together outside of school to meet and discuss their feelings about their role in the program. The opportunity exists for rich, satisfying relationships to develop among the participants in the program.

More opportunities need to be made for social functions between the seniors, children and teachers. Monthly appreciation socials will enhance the cohesiveness of the group involved in the program and a support system will be established which will help participants get through hard times in their lives. It seems so easy to take the seniors for granted and appreciation events will prevent this from occurring.

Another recommendation is to include more members of the community in the program. Outside of the parents who are in the school when the seniors visit and the parents of the children in the 4 year old storytelling hour, few of the community members

have contact with the seniors. It would be nice to include the seniors in more activities sponsored by the Parent Teacher Organization which occur throughout the school year.

The final recommendation is ongoing research and exposure to programs throughout the country which service the old and young and to be constantly improving the program.

Dissemination

To date the information derived from this practicum will be presented at the Spring Conference in Bloomsburg, Pennsylvania. A report will be presented by the author to the school board and other interested bodies in Intergenerational Programs. Local, state, national and other professional conferences will offer the opportunity to share this practicum with others. The tapes which were created during the interviews of the participants in the program will be available to other educators.

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APPENDIX A
MATERIALS USED WITH SENIORS

INTERGENERATIONAL PROGRAM

If you love children and would like to work with them as they learn in school, then the intergenerational program is for you! The program is under the direction of Anne Peck and Bob Gundling and will be held at the Lower Pottsgrove Elementary School, Lower Pottsgrove Township, for students in grades K-5.

On Monday, July 1,1985 summer training sessions will begin to help you learn about what volunteers will be doing at the school. The sessions will be held every day and participants can choose the time and hours when they are able to come to the meetings. All of the meetings will be held at the center and we will take trips to the school later in the summer. The meetings will cover the characteristics of young children, jobs and activities senior volunteers can do in the classroom and thoroughout the school. In August we will travel to the school to learn how to use the various pieces of equipment and learn how to operate some simple computer programs to do with the children!!!!!!!

You need not have any special qualifications to be involved in the program-- just love children. You will be able to contribute as many hours and days as you want and will not be required to committ yourself to the program until we start working with the children in September. However, the more training sessions you attend and the more involved you become, the more beneficial the program will be for you.

Won't you please consider being apart of this valuable program? If you would like more information or want to talk to Bob Gundling about the program, please tell Anne Peck and arrangements will be made for us to meet.

I look forward to getting to know many of the wonderful seniors at the center and working with you in a very exciting and rewarding program.

If you are interested, please fill out the form on the attached sheet and give to

INTERGENERATIONAL PROGRAM

Anne Peck.

THAWK YOU!!!!!!!!!!!!

Bob Gundling

I am interested in becoming involved in the intergenerational program at the Lower Pottsgrove School. I am available on the following day(s) and time(s) during the day.

DAY(S) TIME(S)

SIGNATURE

WE WOULD LIKE YOU!

October 16, 1985

Dear Friends,

Hello! I want to thank you for your input about problems which exist with our program. I can understand your frustrations when you are in a classroom and find there is nothing to do. However, I want to reassure you your presence in the classroom, talking to the children and sharing a part of yourself with our students is very much appreciated by me and most importantly the children. They have so little time to sit and talk with an adult that your willingness to listen to them and hug them is a very powerful anecdote to the busy schedules of so many people in the life of the child. I assure you if we can keep taling and expressing our thoughts and feelings about the program, we will all have much to gain from this experience. As I'm sure you can all tell me, life has its ups and downs and a healthy, positive outlook goes a long way to making the rough times bearable. Please, a sincere thank you from me for your support with my program. Actually it is really our program and most importantly the children have so much to benefit from our talents.

Please remember, we have a field trip planned to Spring Meadow Farm on October 31, 1985 at 9:00am and 12:40pm and you are welcome to join us at either time. Also, our Halloween parties and parade are going to be held on Thursday, October 30, 1985 at 2:45pm and once again you are welcome to be our guest and see the children dressed in costume and enjoy our parties with us. I need to know in advance if you would like to join us so the necessary arrangement can be made with our prinicipal and teachers.

Later this month, when our slide prjector is repaired, I will be showing slides from a recent show presented to our parents about our Intergenerational Program.

Again, thank you very much for perservering and caring about our students. Have a good week and let's keep talking.

Bob

Interview Questions used with seniors

1. How do you feel about this past year as a participant in our Intergenerational Program?
2. What do you feel are the strengths of the program?
3. What do you feel is at least one way to improve the program?
4. How has the program helped your attitude towards children?
5. What were some special experiences and/or moments you had as a part of the program?
6. How do you feel about returning next year to work with children?
7. What are a few key benefits you received from this program?
8. How would you improve the program?
9. Describe the most memorable moment? The most upsetting moment?
10. How would you describe today's young child?

Intergenerational Program Handbook

Dear Friends,

It is a pleasure to welcome you as a participant in our Intergenerational Program. We hope you will derive satisfaction and enjoyment as you work in our schools. Your help, interest and committment to our program is greatly appreciated by everyone involve in the program.

This booklet is designed to help insure a successful experience for all our special volunteers. Please read the handbook and refer to it when you have a question about the program throughout the year.

Thank you very much for participating in our program and we look forward to working with you this year.

Anne Peck

Robert Gundling

GOALS OF OUR INTERGENERATIONAL PROGRAM

1. Senior citizens and young children will work together in a variety of activities throughout the year.

2. Senior citizens and the school staff will work together to assist students with their work.

3. The labels senior citizen, young adult and child will be replaced by "People" working together to increase the happiness and quality of life for everyone in the program.

OUR SCHOOL- The Lower Pottsgrove School is located on Pleasantview Road in Sanatoga. We are near K-Mart and the Rolling Hills Apartment Complex. There are approximately 510 students from K-5th grade and special teachers in Physical Education, Art, Music, Library, Reading and Math.

Our day begins at 9:00am and ends at 4:00pm. We offer a lunch program to our students and faculty, volunteers are welcome, and have recess throghout the day. We have special programs periodically throughout the school year. From time to time we are entertained by our students which is highlighted with our Winter and Spring Music Concert.

We are committed to providing our students with a quality educational program. Our standards are high and our goals are designed to assist our children as they develop to be happy and successful individuals.

The phone number at the school is 323-7510 or 323-7511. If you dial 323-7510 anytime, 24 hours a day, you can leave a message. Our office is open from 8:15am-4:00pm. From 4:00pm-8:15am a telephone answering device is operational and you can leave a message for school personnel.

Our school secretary is . . . . . who has been working in the district for over 20 years. She is knowledgeable about the operations of our school and school district. If you have any questions about our school district and school Mrs. Moyer may be able to assist you.

Mr. James Boyce, Principal, is the administrator for our building. He is responsible for all of our programs, policies and building operations. He is interested in our students, staff and community relations. If you have any questions about our school and/or school district, he is a good person to meet with to discuss your ideas.

Mr. Robert Gundling,Bob, is the Intergenerational Program Director. He is your resource person who is ready, willing and able to serve you. Any problems, concerns or ideas you have should be discussed with Bob. He is responsible for scheduling, planning and assigning seniors to teachers. If you can't come to the school as scheduled or want to extend your hours at school, please be sure to contact Bob. He can be reached at school from 8:30am to 4:00pm by dialing 323-7510 or at home after 4:00pm, . Please feel free to call after school to discuss anything about the program and just to talk!

Anne Peck, Program Director at PASC is your contact person at the senior center. She will be working with Bob to coordinate a variety of activities between the schools and the center.

We encourage you to speak to Anne and/or Bob throughout the year to share your satisfaction and concerns with the program.

ALONE OUR PROGRAM IS MEDIOCRE; TOGETHER THE PROGRAM IS SUCCESSFUL!

SCHEDULE- You will be expected to be at school when scheduled to work. However, if you can not make it remember to call the school, 323-7510 and tell us you will not be able to come to school on a particular day. We would appreciate it if you let Bob know at least a day in advance. Our teachers and children will plan for you and it is a courtesy to them when you eancel 24 hours before your scheduled to work.

TRANSPORTATION- You can drive to school by car and may want to have other volunteers join you. If you are interested in driving other seniors to school, please see Bob.

The van will be available every Wednesday to bring you to school and take you back to the center. Please see Anne to sign up for Wednesdays from 10:00am-11:30am.

3.

Arrangements have been made with the Pottstown Bus Company to pick up seniors at High and Charlotte St. and drop off seniors at our school. The bus schedule is:

Leave Pottstown High & Charlotte St.	Arrive Lower Pottsgrove School
8:35am	11:50am
10:05am	1:20pm
11:35am	2:50pm

CONFIDENTIALITY- We expect all volunteers to consider any discussions about a student who you are assisting to remain in the school. It is unkind, disrespectful and conterproductive to discuss specific students with friends and relatives. A good rule to follow is speak about others as you wo ld want others to speak about you. Any problems or concerns which you experience at school should be discussed with Bob Gundling. Please do not betray the respect and confidence you've established with our school population. You will feel proud and respected when you follow the confidentiality policy.

MEETINGS- We will meet one Wednesday each month to discuss how everyone feels about the program. These meetings will be held in Room 16, Bob Gundling's Room, from 11:00-11:45am. You will receive specific dates after the school year gets underway.

If you drive to school parking is available around the front of the school and behind the flagpole. You enter by the playground by way of the ramp. Bob Gundling's Room is on the right as enter the building. (see map at the end of the booklet).

NAME TAGS- We would appreciate it if you would wear your name tag when you are in the school. Others will be able to greet you and we like to know who is in our school.

LUNCH You are welcome to bring your lunch to school or buy your lunch at school. The lunch ~~socsts~~ costs $1.45 and includes milk. If you would like to order a lunch we must know by 8:30am the day you plan to buy your lunch. You will get a lunch menu for the month and order ahead of time. Hint: It is a good idea to mark you calendar on days you want to buy and give the calendar to Bob. However, that is not necessary.

Relax, enjoy, be yourself and our program will be successful.

APPENDIX C
MATERIALS USED WITH TEACHERS

INTERGENERATIONAL PROGRAM

Dear Everyone,

Welcome back from the relaxing days of summer. I have spent this past summer working with senior citizens at the Pottstown Area Senior Center. who are interested in working in our school. The participants have undergone a training program to familiarize them with our school and activities they can do this year to assist classroom teachers. I am pleased to tell you we have 8 senior volunteers who are anxious and ready to begin to work in the classroom with the children and teachers on Wednesday, September 4, 1985.

It is important to state at the outset, these individuals want to work with teachers and expect to follow your directions. They are not supposed to take over for you or be placed in situations where they are directly involved with the children and responsible for them. They are here is assist you with your work and to give you time to work with the children and free you from correcting papers, working with individual students below grade level, a student who has been absent for a period of time and needs help catching up on the work he/she missed or helping with seatwork. They are willing to work with small groups of children having problems in a particular area. The most important thing for you to know is these people have their own homes and are active in a variety of community organizations. They want to assist you and the children as we strive to provide a quality educational program at our school. I hope you will work with us to provide these people with activities to do while they are in our school.

I would like to introduce the ladies to you and list the days and times when they will be working at our school as well as the activities they would like to do while at our school.

is a retired office worker. She worked in an insurance office and worked with computers. She is going to be involved with our 4 year old storytelling hour on Wednesday morning and plans to stay with us Wednesday afternoon to assist teachers either correcting papers, photocopying materials for the classroom or working the individual students. She travels to Pottstown from Plymouth Meeting, Pa. where she is involved in a variety of activities with different organizations.

is a resident of Lower Pottsgrove Township and will be assisting her sister, with the 4 year old storytelling hour will remain in the school on Wednesday as she continues working with in the Reading Room.

is a returning senior volunteer who worked as a proffer for a company. She would like to work in the school correcting papers for teachers. She will be in the school from 10:00am- 3:30pm every Wednesday.

, is a retired teacher and dynamic individual. She is the president of the Pottstown Area Senior Citizen Participants Council. She is interested in continuing her work with in Chapter 1 Math.

2.

. . . . is a grandmother and veteran senior volunteer. She was in . . . . . Kindergarten last year and would like to work with children who need help with their reading work and seatwork. She made it clear to me, she wants to be doing things when she is at school. If there are no teachers who want her to work with a child or a small group of children, she is willing to correct papers for teachers.

. . . . . is a retired teacher who worked in a one room schoolhouse. She is outgoing and willing to share her experiences with the children and teachers. She is willing to work with students who need help with seatwork or small groups of students who need help with a particular skill. She will be at the school on Mondays from 10:30-11:45am and Wednesday from 10:15am- 11:30am.

. . . . . is a retired teacher who wants to work photocopying materials for teachers. She will be at the school from 10:00am-noon on Tuesday and Thursdays.

. . . . . is a multi-talented individual. She is very good at putting up bulletin boards-- my bulletin board in the front of my room was done with Sophie, she sews, does craft work and is interested in working with individual students who need help with their work.

The seniors will not be assigned to a particular teacher and will receive a weekly assignment sheet based on teachers needs. They have lives of their own and do not want to committ themselves to a particular teacher on a weekly basis. I would appreciate it if you would use the form included with this note when you would like to have a senior help you in the classroom. I will be responsible for scheduling the seniors and making sure they are in your room at the time you requested.

Our foster grandparent program with Manatawny Manor will continue to operate this year. The program will begin on Tuesday, September 17, 1985. If you have or special grandparent or would like to participate in the program, please let me know as soon as possible. We are expanding our program this year to include a pen pal program. A class or students may choose to write to a resident of the Manor and receive communications from the resident. We are planning a picnic at the end of the year for seniors to meet their pen pals.

We will be prepared to have classes travel to Manatawny Manor and the Pottstown Area Senior Center to present a program. If you have something prepared which you feel the seniors would enjoy seeing and the children would enjoy performing please see me. If you are studying a particular unit and need resource people, we will try and find a senior with experience or information about the topic. We would like to see the seniors included in our assemblies, films, both in the classroom and assembly, and classroom parties.

Your support and participation in this program will be instrumental in assuring the success of the program. The degree of participation you choose is up to you and will be greatly appreciated by myself and our volunteers. You have the choice to participate by being cordial and firendly to our volunteers or by requesting a senior to work with

you in the classroom.

I feel the most important component of the program is communications between everyone in the program. If you have suggestions or comments about the program, positive and negative, I would like to discuss them with you. This program is just beginning and with you assistance can be a sucessful addition to our program.

Thank you for taking the time to read this note and I look forward to working with you this year.

Bob

Senior Volunteer Request

Teacher's name

Room Number

Day service requested

Date service requested

Activites requested for the senior volunteer:

Teachers Signature:

Senior Volunteer Request

Teacher's name:

Room Number:

Day and date service requested:

Activities requested for the senior volunteer:

Teacher's signature:

87.

June 9,1985

Dear Colleague and friend,

Amidst all the paperwork, jobs which face us at this time, I have a request to make and hope you will take a few minutes to help me. My major project for my doctorate has been accepted by the university and I am in the process of designing my senior citizen teacher aide program. I need your input to make sure the program is successful.

I will be meeting with Anne Peck, program director at the senior center this Friday to arrange days when I will be working with the seniors this summer. I will be working with the seniors this summer to explain to them what they will need to be doing as aides in our school during the upcoming school year. I will be giving them information about our curriculum, responsibilities of teachers and discuss areas where our teachers feel they can use aides. We will be discussing how they can be most useful to teachers and students and work to specifically make materials to meet your needs. Also, the volunteers will learn how to operate different pieces of equipment in the school.

I would appreciate it very much if you would take a few minutes to think about jobs seniors can do for you in your classroom. Please list all the ideas which you have and return this information to me by Wednesday, June 12,1985.

Thank you very much for your time and support as I work to provide what will be a valuable service to you and the students in our school.

Have a relaxing summer!

Bob G.

I would be able to use an aide in my room for the following jobs:

clerical:

assist students:

other:

Please use other side if you need more

I would be interested in participating in the program.

Name:

INTERGENERATIONAL PROGRAM

Welcome back and best wishes for a successful school year. I would appreciate a few minutes of your time to tell you about an exciting program which I am offering to the elementary faculty and students in the Pottsgrove School District.

I have been working this summer to establish an Intergenerational Program with the Pottstown Area Senior Center, Manatawny Manor and our school district. The purpose of the program is to bridge the gap between senior citizens and the community. The seniors are people who have skills and time to give to others who are interested in taking advantage of their talents.

The program will consist of many activities from which you and your class can choose those activities which seem attractive to you.

We have residents of Manatawny Manor who are interested in writing to children or classes who are involved in the writing program. The class would write a letter to the senior each week and send the letter to their pen pal. The senior will write a response to the letter and send it back to the child or class. This assignment could be required of the entire class or each week a different students could write to the senior. At the end of the school year a picnic will be held so when the class and the seniors will meet each other.

Manatawny Manor and the Senior Center have invited any teacher to bring their class to the Senior Center and Manor to perfrom for the residents or members. If you have a program which you feel the seniors would enjoy, arrangements will be made to present the program at the center or Manatawny Manor.

Field Trips are sometimes difficult to arrange because their are not enough adult chaperones available to properly supervise the children. There are people who are willing to accompany a class on a trip. If you are interested in having seniors accompany you on a field trip, please make sure you contant me.

Many of the seniors live near our schools and are interested in working with the children. If you feel you would be able to use a senior in your classroom throughout the year, this service is available to you. This will not be a regular service to the teacher, unless the senior and teacher are interested in working together for the whole year. It has been my experience that teachers and seniors have problems providing things for do to on a weekly basis. If you feel you can use a senior either weekly or temporarily you need to contanct me and I will make the necessary arrangements.

When you classroom is having a party, program or event I would appreciate it if you would let me know and I will issue an invitiation to the seniors to be your guest.

WE WOULD LIKE YOU!

PEOPLE SERVICED BY THE INTERGENERATIONAL DIRECTOR

Seniors from the Pottstown Area Senior Center

Seniors Citizens from the Private Nursing Home

School and Senior Center Board of Directors

School Principal

Children in the school

Activities Director From Senior Citizen Facilities

Parent Aides and Parent Teacher Organization Members

Elementary School Teachers

SENIOR'S SERVICES TO THE SCHOOL

Xeroxed worksheets for the teachers

Xeroxed Newsletter for Parent Teachers Organization

Worked with large and small groups of students

Listened to students read stories from basal readers

Helped students with their seatwork

Provided gifts to children at holiday parties

Served as audience for class plays

Helped with Kindergarten lunch orientation program

4 year old storytelling hour

Worked with reading specialist doing activities with remedial students

Went on field trips with the children and teachers

Presentors at a Reading Conference to discuss 4 year old stroytelling hour

Penpals to 2nd graders

Librarian aides in school library helping to reshelve books

Designed and put up classroom bulletin boards

Played games with the children

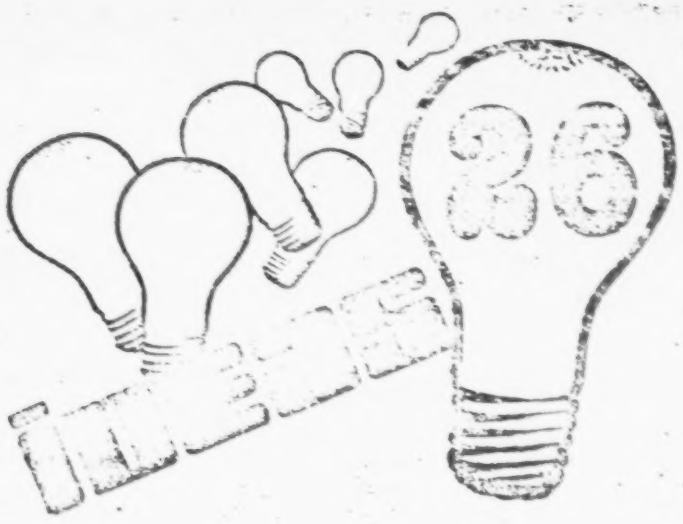
Read to the students

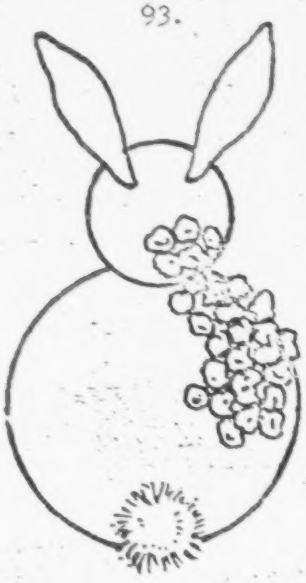
Interview Questions used with teachers

1. Tell me about your role in the Intergenerational Program?
2. What do you feel were the strengths of the program?
3. What were the benefits of the program to your students? to you?
4. What were major weaknesses in the program?
5. How would you suggest changing the program to make it more beneficial to you and the children?
6. Describe one of the most memorable experiences you had during the program?
7. How did you feel about seniors at the beginning of the program?
8. How would you feel about recommending the program to a colleague?
9. How has the program affected your opinion of older people?
10. Additional Comments.

APPENDIX D
CHART OF THE END RESULTS, EVALUATION TOOLS
AND STANDARD OF ACHIEVEMENT

THE END RESULT	EVALUATION TOOL	STANDARD OF ACHIEVEMENT
AT THE END OF THE PROGRAM SENIOR SENIOR VOLUNTEERS WILL REPORT POSITIVE FEELINGS AND EXPERIENCES ABOUT THE PROGRAM.	INTERVIEW	80% OF THE SENIORS WILL MAKE POSITIVE COMMENTS ABOUT THE PROGRAM.
AT THE END OF THE PROGRAM PARENTS WILL EXPRESS POSITIVE COMMENTS ABOUT THE PROGRAM.	INTERVIEWS	65% OF THE POPULATION SURVEYED WILL RESPOND POSITIVELY ABOUT THE PROGRAM.
AT THE CONCLUSION OF EACH VISIT THE CHILDREN WILL POSITIVELY REACT TO SENIORS WHO VISIT WITH THEM.	INTERVIEWS	OBSERVED BEHAVIORS AND DISCUSSION WITH THE CHILDREN WITH POSITIVE COMMENTS REPORTED 80% OF THE TIME.
AT THE END OF THE PROGRAM THE ADMINISTRATOR WILL OBTAIN POSITIVE AND NEGATIVE FEEDBACK ABOUT THE PROGRAM.	INTERVIEWS	80% OF THOSE INTERVIEWED WILL RESPOND TO QUESTIONS DURING THE INTERVIEW.
TEACHERS WILL REPORT SATISFACTION AS PARTICIPANTS IN THE PROGRAM.	INTERVIEWS	POSITIVE COMMENTS BY TEACHERS ABOUT THE PROGRAM DURING THE INTERVIEWS.
PRINCIPAL AND SENIOR FACILITY ADMINISTRATORS WILL REPORT SATISFACTION WITH THE PROGRAM.	INTERVIEWS	80% OF THE ADMINISTRATORS WILLINGNESS TO PARTICIPATE IN INTERVIEWS CONCERNING THE PROGRAM.





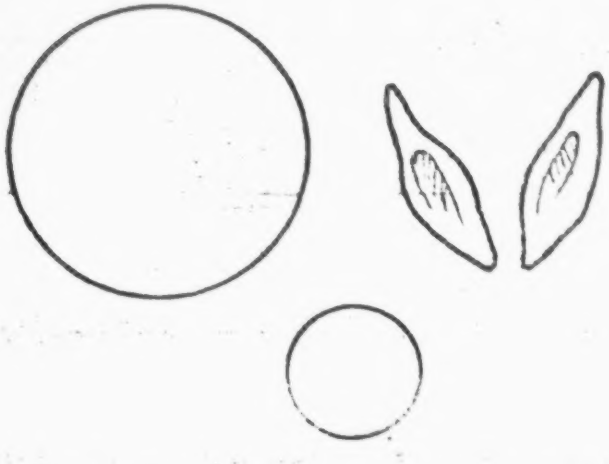
Popcorn Bunnies

Seasonal arts and crafts have an immediate impact on a child's understanding of the objective for the activity. The experience and the feedback from having created the "models" can be very meaningful.

Children will increase their fine motor skills through this activity.

Materials: popcorn
tempera (assorted)
paste
construction paper or newsprint
yarn

Children will need help in making the shapes for the bunny (lower body, face, and ears).

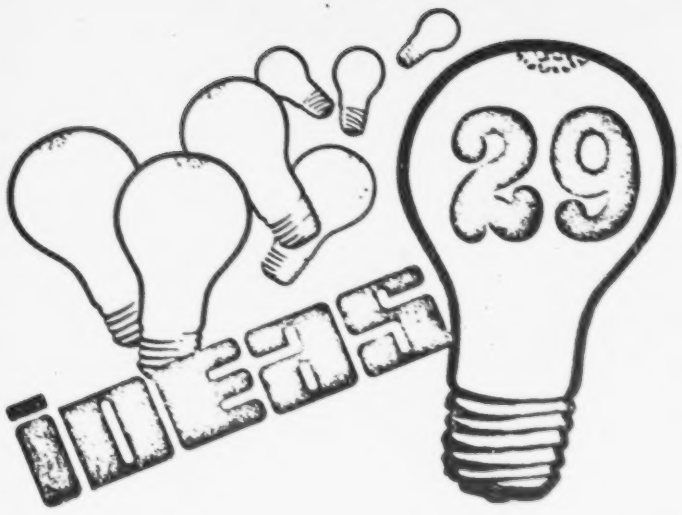


Assemble body parts. Use popcorn to fill in the spaces.

Yarn, construction paper, cotton balls, etc., may be used to add features (eyes, whiskers, inside of ears, tail, etc.).

Variation: tempera may be used to dye popcorn for added features or to make a variety of colorful bunnies.

Other features may be added to background, like grass, bushes, colorful eggs, etc.



Parts of the Face

To those who work with the very young, it is of utmost importance that young children become involved in identifying body parts and their functions at an early age. It is not too early to allow opportunities for the children in day care settings to learn to develop skill in associating each body part with the appropriate word and picture in order to insure proper understanding.

Teachers or caregivers should remember not to introduce too many parts or concepts at any given time with the very young child. This activity provides ways to teach the parts of the face.

Purpose: To develop the ability to recognize basic facial parts.

Concept: The face has three major parts.

Word List: Nose, eyes, mouth

Materials: — Word cards
— Pictures
— Pipe cleaners
— Ditto sheets of oval shapes

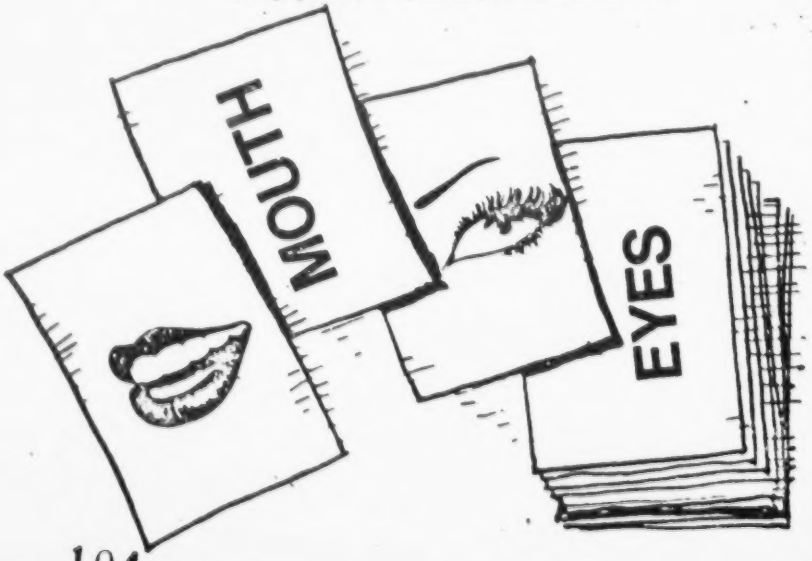
Activity: Show a group of children the picture of a nose. Tell the children that this is a nose and have them point to their own noses. Next show the group the word nose. After being sure that all can choose the word nose from a group of words, do the same using eye, mouth, etc.

Make a ditto sheet for each child with the words eye, nose, and mouth. Have available pictures that correspond to each word. Make two eyes. Have the child identify which picture belongs with each word, cut it out, and paste it on an oval that represents a face.

Extension:

1. Make pairs of pipe cleaner eye glasses and ask each child to find first a picture of an eye, then the word eye, from three choices in front of them while each wears magic glasses.

   Follow this procedure when introducing other body parts, i.e., arms, ears, hands, etc.



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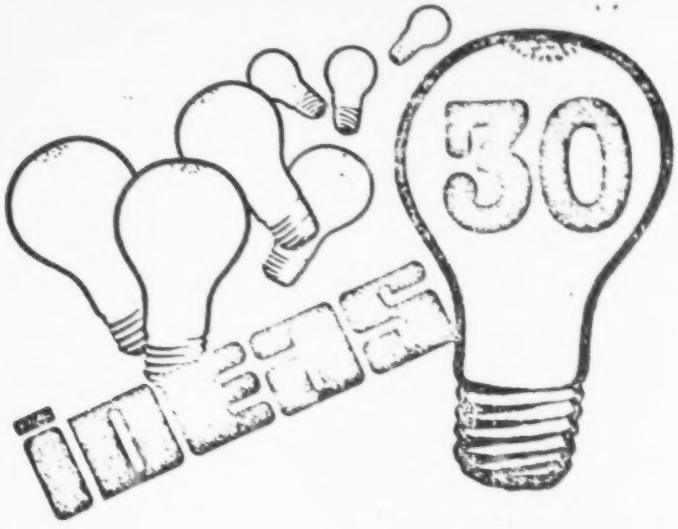


Nutritious Snacks

Nutrition education should begin in early childhood. During this period a young child can develop positive attitudes toward food, learn to accept a wide variety of food, and appreciate eating foods. All of this can be accomplished when educational activities centered on foods are fully incorporated into the child care center's program. It's better to establish good food habits early in life than try to change eating habits later.

Directors and caregivers should serve nutritious meals and snacks that provide an opportunity for excellent learning activities. Young children need to become involved in activities that will help them understand where their food comes from.

Young children need to have some "hands on" experience in the preparation of nutritious snacks in day care situations, being sure that an adult is supervising the activity. A child likes to pretend and imitate adults in different situations. One favorite way is imitating adults in the kitchen.

Here are some simple recipes children can prepare for snacks and have a great deal of fun doing them.

Activity I:

Ants on a Log

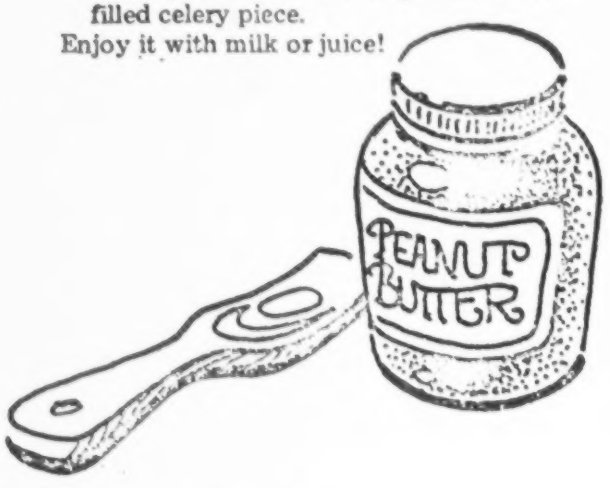
Ingredients:

Celery Stick
3 tablespoons of peanut butter
15 raisins

Procedure:

1. Wash celery thoroughly.
2. Cut celery in two-inch pieces.
3. Fill creased side of celery with peanut butter.
4. Place three raisins in each peanut butter-filled celery piece.

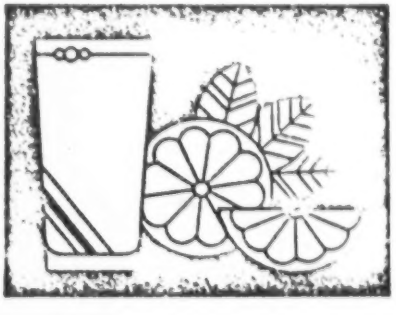
Enjoy it with milk or juice!



Extension: Have children make their own peanut butter.

Procedure:

1. Remove shells and skins from roasted peanuts.
2. Put 1½ tablespoons of oil in blender. Gradually add one cup of peanuts and sprinkle lightly with salt.



Activity II:

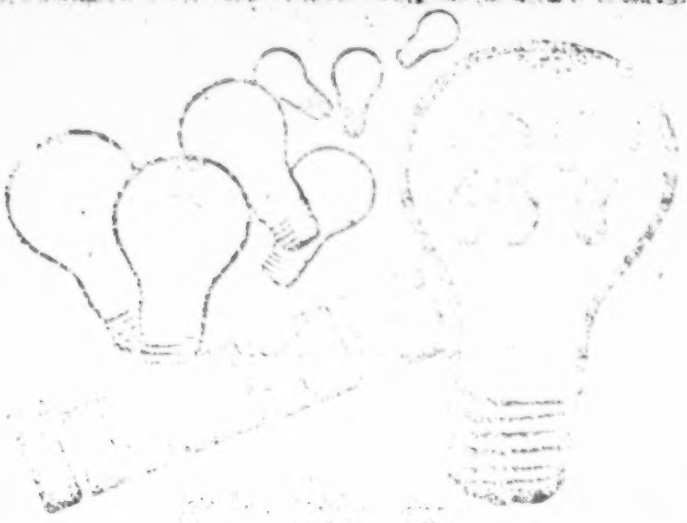
Orange Nog

Ingredients:

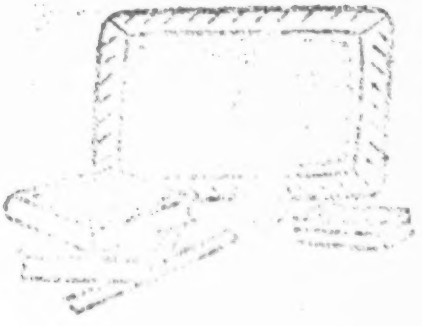
1 cup orange juice
¼ cup instant non-fat dry milk powder
2 ice cubes, crushed

Procedure:

Whirl in a blender or beat with a rotary beater. Sprinkle with cinnamon or nutmeg.



- Nurse
  - white cap
  - kit
  - elastic bandage
  - toy stethoscope
  - band-aid



- Teacher
  - chalk board
  - chalk
  - eraser
  - books
  - desk

Oral Communication

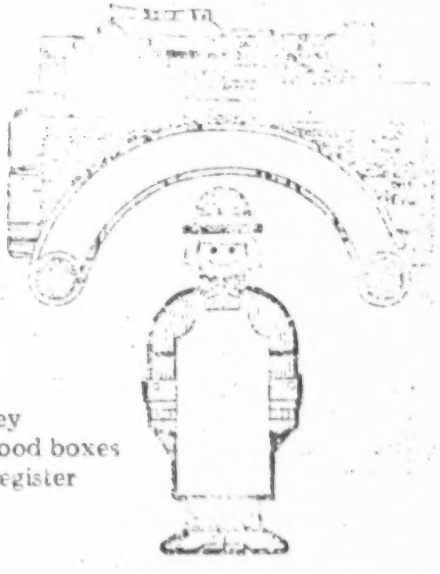
Many ideas should be available to allow children to participate in activities that provide more meaningful learning experiences in spoken language. Developing the skill to use oral language also sets the stage for children to learn to like or dislike reading during the later years. Adults have a great responsibility to nurture the child's love for communicating and learning.

An exciting way to promote oral language usage with the young child is through dress-up costumes. Children participate more freely in oral communication when allowed to dress up and play various adult roles.

Suggested roles: -

- Fireman
  - plastic fireman's hat
  - hose
  - cardboard box converted into fire truck

- Carpenter
  - toy tool kit
  - nail apron
  - wood
  - work bench
  - cap



- Grocer
  - play money
  - assorted food boxes
  - toy cash register

One can stimulate thinking by asking children questions that they can answer by acting out the response in a dress-up setting: ask a child to pretend he or she had a bad fall outdoors. Ask another child to show the group how he or she thinks a nurse would take care of the injured child.

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